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AUTHOR Cordero, William J.
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ABSTRACT

Since 1969, the California community colleges have established a number of programs to provide additional assistance to a diverse community college student population, including the Board Financial Assistance Program, Cooperative Agencies Resources for Education, Disabled Students Programs and Services, Extended Opportunity Programs and Services, and Immigration Reform and Control Act amnesty education, California's matriculation process, the Puente Project, and the state's Transfer Centers. Each of these programs was established at a separate point in time with explicit standards for eligibility and services. Concerns have arisen regarding the need to minimize the duplication of effort in the delivery of student services, promote efficient and effective use of resources, and plan for the coordination of efforts among the many special programs. Several factors affect the coordination of student services, including: (1) initial screening of all credit students through the matriculation process with referral to supplemental services on an as-needed basis; (2) the supplemental nature of student services programs, by which programs individualize and specialize their services to meet specific student population needs, thus resulting in different programs which offer essentially different services under the same service name; (3) program eligibility requirements for specially targeted populations of students; and (4) differing degrees of program implementation at the state and local levels. For each program, information is provided on history, purpose, target population, eligibility criteria, services, number of students served, and funding. (WJT)

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Board of Governors
California Community Colleges
July 12-13, 1990

COORDINATION OF EFFORT AMONG STUDENT SERVICES PROGRAMS
A REPORT

William J. Cordero
Vice Chancellor
Student Services and Special Programs

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Board of Governors
California Community Colleges
July 12-13, 1990

COORDINATION OF EFFORT AMONG STUDENT SERVICES PROGRAMS 4

A Report

Background

This item was prepared in response to a request from the Board of Governors in July 1989 for comparative information on Student Services and other special programs for targeted community college populations. Information is presented on the purposes of these programs, the specialized services they provide, and how those services are coordinated to prevent duplication of effort.

Analysis

The report that follows discusses several factors that underlie the coordination of effort in providing services to special populations of community college students. These include:

- initial screening of all credit students through the Matriculation process, with referral to appropriate special programs and supplemental services on an as-needed basis;
- the "over and above," or supplemental, nature of Student Services programs, by which services are individualized and specialized to meet the unique needs of different student populations, resulting in a situation in which different programs offer essentially different services under the same service name;
- program eligibility requirements for specially targeted student populations; and
- differing levels of program implementation on a statewide and local basis, as determined by local needs and the availability of funds.

Staff Presentation: *William J. Cordero, Vice Chancellor*
Student Services and Special Programs

Coordination of Effort Among Student Services Programs

Background

The commitment to providing additional needed assistance to a diverse community college student population began with the establishment of Extended Opportunity Programs and Services (EOPS) in 1969 (Chapter 1579, Statutes of 1969). This new program was designed to respond to the needs of students who are academically underprepared and disadvantaged by socioeconomic circumstances. Prior to that time, student services consisted mainly of counseling, admissions, job placement, student government, and club activities – services designed to enrich student life and help students make appropriate educational decisions. The establishment of EOPS brought about innovative changes in student services programs that better equipped colleges to serve the increasingly large numbers of students who needed additional assistance if they were to succeed. Targeted recruiting, tutoring, and peer advising emerged as effective means of identifying and meeting the needs of underrepresented student groups.

The process of providing support services to emerging populations of new students with special needs continued in the 1970s with the passage of Assembly Bill 77 (Chapter 275, Statutes of 1976), which provided funding for Disabled Students Programs and Services (DSP&S). And in the 1980s, many new programs were established to respond to changing student needs, including Cooperative Agencies Resources for Education (CARE), Board Financial Assistance Program (BFAP), Greater Avenues for Independence (GAIN), the Transfer Centers, Puente, and the Immigration Reform and Control Act (IRCA).

Each of these programs was established at a separate point in time and had explicit standards for eligibility and services. (See the Appendix for additional information on these programs, including eligibility requirements and services offered.) As the composition of the student population continued to change, special programs were added on a piece-meal basis. Their purpose is to provide students who are either underrepresented, underprepared, or who have special needs, with the support necessary to afford them access to and success in instruction at the postsecondary level.

Legitimate concerns have arisen regarding the need to minimize duplication of effort in the delivery of student services, promote efficient and effective use of limited financial resources, and plan for coordination of efforts among the many special programs. All of these concerns are framed within a larger context: the importance of fulfilling the community college mission of providing equal access to all segments of an expanding and diverse student population.

One indication of the concern for the success of educational equity efforts was the adoption of Assembly Concurrent Resolution 83 in 1984 (Resolution Chapter 6, Statutes of 1984). This resolution established a task force for intersegmental review that was to make recommendations on ways to ensure that low-income and minority students would have the same opportunity as other students to complete a community college transfer program and earn a bachelor's degree. Intersegmental review of outreach, financial aid, and academic support service programs was among the important recommendations contained in the 1986 report of the task force, "*Expanding Educational Equity.*"

The Board of Governors response to the task force's recommendations on educational equity, adopted in August 1988; specific changes in Title 5 regulations coordinating EOPS/BFAP eligibility requirements; and the implementation of a systemwide Matriculation process, which serves the foundation for the coordination of effort; are all examples of efforts that have been made to respond to the continuing concern for educational equity and access.

Long-term planning for and the continuing review of special student programs must be a priority in order to assure their continued success and to ensure the highest possible degree of coordination of effort among programs. If the community colleges are to fulfill their mission of providing access and success for all students, continued and increased efforts are needed in the areas of outreach, retention, and transfer of students from underrepresented populations.

Present trends indicate that community colleges are the first choice of institutions for a growing number of students. Also, large numbers of students will continue to turn to the community colleges in response to rising costs and growing enrollment pressures on campuses and programs at the University of California and the California State University. For this changing population of students to be accommodated requires a comparable diversity in community college programs and support services, as well as coordinated efforts to make the most efficient and effective use of all available resources.

Coordination of Effort

The origin of student services programs that serve special populations can be traced to federal and State commitments to make access and success for students with special needs a reality through funding. For example, the *Education Code* states: "It is the intent of the Legislature that the California community colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit therefrom regardless of economic, social, and educational status" (Article 8, Section 69640).

The rationale underlying the various legislative mandates that provided extra funds to categorical programs for specially targeted student populations was that it costs

more to educate students with special needs (such as students with disabilities, students lacking adequate English language skills, or economically and educationally disadvantaged students) than it does to educate those who are well-prepared, academically and financially, to attend college. There was also the assumption that the extra support services would be "over and above" those required for other students, who would have a chance of succeeding without the assistance provided by special programs.

In addition, "over and above" has always meant that students with special needs should have access to and participate in all of the college's regular programs and services first. Special programs do not isolate these students, nor do they duplicate regular offerings of the college.

The Legislature also recognized that in certain instances students might need the extra assistance available from more than one college program and included that provision in Section 69641 of the *Education Code*, which states: "Participation in an extended opportunity program or service shall not preclude participation in any other program offered by the community college." If students meet the eligibility requirements for more than one program, they are legally entitled to receive services from those programs.

An example would be a low-income student who is also educationally disadvantaged. He or she would be eligible to receive help from the Board Financial Assistance Program (BFAP) in paying college enrollment fees, and also eligible for various forms of help from EOPS, such as purchasing textbooks, priority registration, and tutoring in his or her areas of academic weakness. If the student were also a recipient of AFDC and a single head of household with a child under the age of six, help with child care needs could be received from the CARE program. (Eligibility for CARE is contingent on EOPS eligibility, and EOPS eligibility is contingent on eligibility for BFAP.) The help available from these various sources would be additive in nature, with the special services obtained from all of the programs working together in a nonduplicative manner to meet the needs of the student as a whole person with complex economic, academic, physical and social needs.

Coordination through Matriculation's Initial Identification and Referral Process

Matriculation is required to provide and coordinate basic services to all community college students who are not exempt and who are enrolled for credit. These services include admissions and orientation assistance, general assessment, counseling/advisement, and follow-up assistance. Due to the large numbers of students the Matriculation process must serve, it is not possible for program staff to spend the many hours of extra time required by students with special needs. In addition, personnel who provide the kind of in-depth assistance needed are often required by law to possess special training.

It is not within the purview of matriculation to hire the uniquely qualified staff needed to work with students with special needs. Instead, the total college effort is coordinated so that students needing particular "over and above" services are identified during the initial matriculation process of admissions, counseling, and assessment and referred to the appropriate college resources, services, or programs that can best meet their needs. In this respect, matriculation is akin to a "minimum package" of services for all students. At the same time, it also serves to identify students early on who need to be referred to programs and services where they can receive supplemental help that will assist them in reaching their educational goals.

Referring students to appropriate support services is, in fact, specifically required by Section 55520 of Title 5. Services include counseling, financial aid, health services, campus employment placement, EOPS, DSP&S, campus child care services, and tutorial services. Thus, through the coordinated efforts of program staff in admissions, orientation, assessment, counseling/advising, and follow-up, matriculation acts as a screening device, efficiently matching students' needs with appropriate services that will aid them in attaining their educational goals.

Although students in special programs such as DSP&S, EOPS, CARE, GAIN, IRCA, and Puente do benefit from matriculation, they receive more personalized attention and services from these special programs, which are specifically designed to improve their retention, graduation, and transfer rates. An example would be the specialized counseling that a student with a disability would receive from a DSP&S counselor. General counseling would focus on the classes a student needed to reach his or her educational goal, but in DSP&S, a student would receive extra assistance that reflected the educational limitations imposed by his or her disability. Plans for working with instructors whose teaching methods would complement the student's adaptive learning strategies would be discussed, as well as possible classroom accommodations to meet the student's special needs. Such accommodations might include providing an interpreter for a deaf student, a tape recorder for a student with a learning disability, notetakers or readers for visually impaired students, or adaptations for test-taking. Other important information that a DSP&S counselor might discuss would involve campus accessibility and the kinds of college support services available and the process for securing them.

The matriculation process identifies students whose educational goal is transfer to a four-year institution. If the campus has a transfer center, these students may be referred there for specialized assistance from both community college and university advisors. In this way, transfer centers supplement counseling services regularly provided by the colleges.

EOPS and DSP&S require all students in the program to file Individual Educational Plans, or IEPs, while credit students who do not have special needs are encouraged to file only the more generalized Student Educational Plan (SEP). The matriculation process functions to coordinate the development of SEPs. However, if students who

have already completed an SEP wish to receive services from DSP&S or EOPS, the SEP can be accepted by the special program as meeting its requirements thus eliminating the need for additional program services for that student – or an addendum may be attached to the SEP, which eliminates duplication of effort in constructing educational plans. In such instances, a staff person from the more specialized program would be assigned to advise the student. An example of how an IEP for a DSP&S student would differ from an SEP would be that, in addition to the classes and educational goals contained in an SEP, an IEP would have such information as DSP&S support services needed to fulfill the student's educational goal and criteria against which measurable progress will be evaluated.

Coordination through the Supplemental Nature of Student Services Programs

The supplemental, or "over and above," nature of one of the largest student services programs, EOPS, is emphasized in Section 69641 of the *Education Code*, which states:

> The Extended Opportunity Programs and Services (EOPS) provided by a community college shall supplement the regular educational programs of the community college to encourage the enrollment of students handicapped by language, social, and economic disadvantages, and to facilitate the successful completion of their educational goals and objectives.

The legislation also specifies the need for persons with the appropriate training to work with the specially targeted population – the inference being that the special nature of that population requires persons with appropriate background and training for the programs to succeed. The concept of "over and above" services and the necessity for appropriately trained personnel to work with the special population cited here also applies to DSP&S.

Special registration assistance, which is one of the "over and above" services offered by both EOPS and DSP&S, illustrates how services offered by special programs are nonduplicative and supplemental to those regularly offered on campus.

In many cases, early or priority registration allows EOPS to establish classes primarily for EOPS students: i.e., personal growth and development, basic skills with in-class tutoring available, and assistance for ethnic groups that have English language difficulties. This ensures that new and continuing EOPS students have the opportunity to enroll in the classes they need to meet the requirements of their educational plans. Sometimes extra advising is provided in connection with special registration assistance, which is another example of the way in which supplemental services are used to remove barriers to access for students who are educationally disadvantaged.

In the DSP&S program, students with disabilities are also given special registration assistance, which may include priority enrollment and advice concerning financial aid or other college services for which the student would be eligible. Two examples serve to illustrate how special registration facilitates the provision and coordination of support services offered through DSP&S. Information concerning the need for interpreters for deaf students can be obtained so that scheduling may be arranged before classes begin. Mobility-impaired students have the opportunity to register for classes that are close together, thus reducing physical barriers.

The supplemental and additive nature of student services programs can be illustrated further with examples from the GAIN program, an interagency cooperative welfare reform program in which the community colleges participate.

GAIN functions as a service umbrella. As such, it provides an array of services to eligible students by coordinating already available services within and across the five participating State agencies. By design, and to the extent they are eligible, GAIN students may be served by financial aid, counseling, tutoring, career placement, EOPS, CARE, DSP&S, and instructional programs available on campus. This coordination of effort involves an intricate process of matching specific student characteristics, needs, and eligibilities with appropriate instruction and support services. GAIN does not duplicate services offered by other programs; rather, it helps students obtain the appropriate services of other programs for which they are qualified.

GAIN sometimes provides specialized vocational assessment and counseling on obtaining community college services within the context of AFDC and GAIN program structures, although these special services are not available on all campuses. Colleges that do provide them usually do so through special contracts with county GAIN offices.

County GAIN offices provide child care, transportation, and funds for books and supplies to students, although only where these needs are not already being met by EOPS, CARE, financial aid, or other campus-based services. This prevention of duplicate services is promoted jointly by county GAIN case managers and community college personnel. An excellent example of coordination between GAIN and other programs is the construction of comprehensive and non-duplicative financial aid packages for qualified students, which combines funds available from Pell Grants, EOPS, CARE, and county GAIN support services.

Coordination through Program Eligibility Requirements

One of the ways in which special student services are coordinated and duplication of effort avoided is through program eligibility requirements. Different programs target different subgroups of the student population, often with multiple criteria for program eligibility. On the surface, a program might seem to target a broad segment

of the student population; however, many programs such as GAIN or CARE have specific restrictions as to who is eligible for services. Generally, mandatory GAIN participants are AFDC recipients with children who are at least three years old. For CARE, eligible participants must be AFDC recipients who are single heads of household with children under six years old.

Child care programs illustrate how eligibility requirements play a major role in the coordination of effort. One of the ways by which a student may qualify for the Board Financial Assistance Program (BFAP), which covers the cost of community college enrollment fees, is to be an AFDC recipient. Therefore, an AFDC recipient who qualifies for BFAP might also be a GAIN participant. Further, a full-time community college student who qualifies for both GAIN and BFAP may also be eligible for EOPS and CARE support services. However, CARE program guidelines and Title 5 regulations governing EOPS require that CARE support services (including grants) be "over, above and in addition to" all other services offered the student. Therefore, the CARE services and assistance provided to eligible GAIN students supplement, but do not supplant, GAIN resources.

In 1987-88 and 1988-89, approximately 15 to 20 percent of GAIN students eligible for both programs utilized some CARE services. Although both programs have child care components, students ordinarily would not receive financial assistance for child care from both programs. In such cases, GAIN would most likely provide child care assistance, and CARE would provide other services, such as counseling and support groups for single parents. Because GAIN pays child care only for students enrolled in daytime classes, there might be some need for CARE to provide child care assistance to GAIN students enrolled in evening classes. This assistance would be limited, and would depend on both the CARE funding and resources available and the campus's total student need at that time.

Financial assistance for child care is also a component of the EOPS program, but would be available only to EOPS students not eligible for CARE.

Program Availability as a Factor in Coordination of Effort

An additional factor in the coordination of effort is whether the special program in question is available at the college the student attends. For example, only about one in five community colleges has a State-funded transfer center, and only one in five has a Puente Project. Further, there are only eight colleges which operate both Puente Projects and State-funded transfer centers and on which there is a need for coordination of effort between the two programs. On those campuses, program staffs are encouraged to work together to provide services to Puente students who plan to transfer.

There is another factor to be considered. Even if a campus offers the program a student needs and is eligible for, such as EOPS or DSP&S, all of the service

components normally associated with that program may not be available. And when a program component is implemented, the proportion of total financial and staff resources allotted to that component can vary significantly from campus to campus.

Summary

This report has discussed four important factors that affect the coordination of effort in providing student services:

- initial screening through the matriculation process and referral to supplemental services;
- the "over and above" (or supplemental) nature of Student Services programs, by which programs individualize and specialize their services to meet the unique needs of different student populations, resulting in a situation in which different programs offer essentially different services under the same service name;
- program eligibility requirements aimed at specially targeted populations of students; and
- differing degrees of program implementation at the State and local levels.

Underlying all of these efforts to coordinate services is the basic process of first identifying individual students' characteristics and needs and then matching them with programs that offer the appropriate services and for which the student will be eligible.

The "package" concept used in coordinating student financial aid services illustrates how the larger process of coordinating student services occurs at the campus level. The typical EOPS program offers an example of that concept. Most EOPS programs provide some recruitment and pre-entry services that include financial aid orientation. In addition, many colleges have assigned staff in the financial aid office to assist in identifying EOPS-eligible students. Once a student's financial need is identified and verified and computed by the standard needs analysis, available financial aid from various sources is combined into a "package" to meet that need, to the extent funds are available. A student's eligibility for EOPS financial assistance is limited to the amount of need remaining after other aid has been awarded. Federal and State regulations specifically prohibit exceeding a student's established financial need.

Because a student with needs for supplemental services over and above those regularly offered on campus may be qualified for more than one program that would meet his or her need, the effort to match special student needs with special resources often involves a considerable investment of time by college personnel. For example, it takes an average of four to five hours for a learning disabilities (LD) specialist and

an LD student to complete the LD assessment required to establish DSP&S eligibility.

Following the financial aid concept, an appropriate "package" of comprehensive services can be assembled for each student. This is important because (1) many students have multiple special needs in addition to the academic, and (2) the total special program resources of the college are not sufficient to serve all students who would benefit from them. The special needs of the students are met as fully as possible by drawing from among the existing special programs as needed and as specific program funds allow. Rather than representing a duplication of effort, the existence of different programs that provide special services to different populations is the most efficient way of directing limited dollars to students with the greatest need, provided the requisite coordination exists, particularly at a time when the greatest rate of growth in the community college population is among students with special needs.

However, to determine the extent to which duplication of effort may or may not exist in the 107 community colleges throughout the state would require a program-by-program review at each college. Targeted populations in each local setting would have to be compared with the services that are available and funded to ascertain if the needs of the college's service area are being met. Other factors would also have to be taken into consideration, such as student waiting lists for services, equity in services provided to specific groups of students, equity in the allocation of funds for special programs within the district, and student outcomes such as retention, graduation, and transfer rates. Because it is extremely difficult to collect this kind of detailed information without computerized data collection, full implementation of the Chancellor's Office Management Information System will be a giant step in the direction of greater program accountability and effectiveness in the provision of student services.

APPENDIX

Descriptions of Special Programs

Board Financial Assistance Program (BFAP)

Program History

The Board Financial Assistance Program (BFAP) was created in 1984 as part of the legislation that established the mandatory enrollment fee for California community colleges (Chapter 1, Statutes of 1984).

Program Purpose/Target Population

The BFAP program provides Board of Governors Grants (BOGG) to offset the enrollment fee for low-income students.

Eligibility Criteria

BOGGs are available to all California residents who meet one of three eligibility criteria: be a recipient of AFDC, SSI, or General Assistance/General Relief benefits; have annual family income within designated limits that allow $17,000 for a family of four; or be eligible for other State or federal need-based financial aid, as documented by a financial aid application and needs analysis.

Services

BFAP funds are not awarded directly to students; instead, there is an accounting transaction by the college's Financial Aid, Admissions, and Business Offices that covers fees charged for eligible students. Colleges are provided a minimal administrative cost allowance to administer the program.

Number of Students Served

In 1988-89, 160,000 students were served through BFAP.

Funding

1988-89: $13,420,000 (Budget Act Categorical Appropriation, State General Fund)

Cooperative Agencies Resources for Education (CARE)

Program History

The CARE program was established by the Legislature in 1982 as "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle" (Chapter 1029, Statutes of 1982).

Program Purpose/Target Population

CARE was organized to serve EOPS students who are single parents and recipients of Aid to Families with Dependent Children (AFDC). The program is an interagency effort that involves the California Community Colleges, State Department of Social Services, State Employment Development Department, campus EOPS programs, and county welfare agencies.

Eligibility Criteria

To be eligible for CARE support services, EOPS students must be at least 18 years of age and single heads of household, have received AFDC for at least one year, and have one child under age six at the time they enroll in the program.

Services

Support services provided to this greatly underserved and academically high-risk population, who are predominantly young college-aged re-entry women, include: assistance with child care payments, books/supplies and transportation costs; special counseling; personal development activities and/or programs (including self-esteem, parenting, study skills); group support courses and peer networking; and help from peer advisors who are often single parents themselves.

Number of Students Served

In 1988-89, 2,410 students were served by 39 programs. The enrollment projected at 44 campuses for 1989-90 exceeds 2,600 students, all of whom would not otherwise be enrolled in college.

Funding

1988-89: $1,472,000; 1989-90: $1,542,000 (Budget Act Categorical Appropriation, State General Fund).

Disabled Students Programs & Services (DSP&S)

Program History

Disabled Students Programs and Services (DSP&S) was enacted in 1976 through the passage of Assembly Bill 77 (Chapter 275, Statutes of 1976), which funded support services and instructional programs for students with disabilities in the California Community Colleges.

Program Purpose/Target Population

DSP&S was established to support the full participation of students with disabilities in the educational activities of the colleges. This is accomplished by providing support services and special classes that increase student access to campus programs and facilitate progress toward educational goals. The program serves students with physical, learning, or communication disabilities, as well as Acquired Brain Injury and Developmentally Delayed Learners.

Eligibility Criteria

The specific disability must be verified, and there must be a functional limitation that inhibits the student's ability to participate in general education without additional, specialized services.

Services

Examples of services available through DSP&S that are over and above those regularly offered by the college would be the provision of interpreters for the deaf; notetakers, readers, or transcription services for the blind; campus accessibility orientation for the blind; and access to adaptive equipment such as Teletypewriting Devices for the Deaf (TDDs) or accessible computers.

Number of Students Served

In 1988-89, the 107 California Community Colleges served 51,203 students with disabilities.

Funding

1988-89: $28,964,000 (Budget Act Categorical Appropriation, State General Fund), plus $15,000,000 generated from special class Average Daily Attendance (ADA).

Extended Opportunity Programs & Services (EOPS)

Program History

Extended Opportunity Programs and Services (EOPS) was established in 1969 by the passage of Senate Bill 164 (Chapter 1579, Statutes of 1969).

Program Purpose/Target Population

EOPS provides academic and financial support to students who are disadvantaged by socioeconomic circumstances and would otherwise be unable to participate successfully in postsecondary education. The specific charge to EOPS is to serve students disadvantaged by "language, social, and economic handicaps" (Title 5, Section 69640).

Eligibility Criteria

To qualify for EOPS assistance, a student must be: a resident of California; enrolled full-time, but not have completed more than 70 units; eligible for a Board of Governors Grant (BOGG); and educationally disadvantaged.

Services

EOPS provides services that are specifically designed to supplement the college's regularly offered programs and to help EOPS students achieve their educational goals. Services that may be offered include, but are not limited to: orientation, early registration, specialized counseling (for help with educational planning and career assessment), academic progress monitoring, basic skills instruction, tutoring, child care, work study, book grants, and other grants and loans. The extent of EOPS services provided varies by campus according to student need and available resources.

Number of Students Served

In 1988-89, the community colleges served 42,000 EOPS students.

Funding

1988-89: $29,973,000 (Budget Act Categorical Appropriation, State General Fund)

Greater Avenues for Independence (GAIN)

Program History

GAIN is a welfare reform program established in 1985 by AB 2580 (Chapter 1025, Statutes of 1985). The California Community Colleges are one of five major State

systems or agencies that cooperate to serve GAIN participants. The enabling legislation defined the role of the Chancellor's Office as that of: helping to establish college GAIN programs, administering special funds for GAIN, providing technical assistance to local program personnel, and providing for statewide monitoring of the program within the community colleges.

Program Purpose/Target Population

GAIN provides training, education, support services, and job assistance to eligible AFDC recipients to promote self-sufficiency and eliminate welfare dependency.

Eligibility Criteria

Mandatory GAIN students are recipients of AFDC, with children 3 years old or older, and must be determined by a county welfare department to need education and training for employment. Other AFDC recipients may volunteer to participate in GAIN.

Services

GAIN provides education, a broad range of support services, and job services. An individual GAIN participant may simultaneously receive various services from different providers, including, for example, a community college, an adult school, a JTPA agency, and a county welfare department.

Number of Students Served

In 1988-89, more than 15,500 students were served by 90 colleges.

Funding

1988-89: $26,000,000.

Immigration Reform and Control Act (IRCA) (Amnesty Education)

Program History

Under the Immigration Reform and Control Act of 1986, Congress authorized the legalization of two types of undocumented aliens: (1) those who had been in this country prior to January 1, 1982, and (2) Special Agricultural Workers who had worked in agriculture for at least 90 days in any of the three years (1984-86) prior to the bill's enactment.

The first group is required to demonstrate proficiency in the English language and a knowledge of U.S. history and civics prior to attaining the status of permanent resident or citizen; the second group does not need to meet an educational requirement.

Program Purpose/Target Population

The program provides instructional and support services to Eligible Legalized Aliens (as defined by the Act), the majority of whom are Hispanic.

Eligibility Criteria

Eligible Legalized Aliens who were residing in the U.S. prior to 1982 and were granted amnesty under the 1986 Immigration Reform and Control Act.

Services

IRCA provides instructional and support services such as academic advisement, community referrals, campus orientation, and assistance with transportation and child care.

Number of Students Served

In 1988-89, educational services were provided to over 80,000 IRCA students at 50 colleges.

Funding

1989-90: $24.5 million in federal funds to serve approximately 70,000 students, at approximately $350 per student. 1988-89: $23,600,000 to serve 80,000 students.

Matriculation

Program History

Matriculation was established in 1986 with the passage of Assembly Bill 3 (Chapter 1467, Statutes of 1986).

Program Purpose/Target Population

Matriculation is a comprehensive process that promotes and sustains the efforts of community college students who are enrolled for credit. It assists them in (1) obtaining access to an equitable, quality education, and (2) successfully attaining their educational goals by providing appropriate college courses/programs and a full range of support services matched to the individual needs of students.

Eligibility Criteria

All students who are enrolled in at least one credit course are eligible for matriculation services, unless specifically exempted.

Services

The matriculation process consists of seven components: (1) admission, (2) orientation, (3) assessment, (4) counseling/advising, (5) follow-up on student progress, (6) coordination and staff training in the matriculation process, and (7) research and evaluation based on the collection of student outcome data.

Number of Students Served

In 1988-89, some 800,000 students were served by matriculation.

Funding

1988-89: $20,900,000; 1989-90: $35,870,000 (Budget Act Categorical Appropriation, State General Fund).

Puente Project

Program History

The Puente Project began in 1982 as a pilot program at Chabot College. The program was expanded to four community college campuses in 1983, when the program staff secured funding from Bank of America. In 1987, the California Community Colleges received State funding for Puente through the budget process and became its co-sponsor with the University of California. Private-sector and State funding have allowed the program to be expanded to a total of 20 community college campuses.

Program Purposes/Target Population

Puente's goals are to reduce the number of educationally at-risk Mexican American/Latino students who drop out of community colleges and to increase their transfer rate to four-year universities. Unlike many other special programs, Puente does not require that participants be economically disadvantaged.

Eligibility Criteria

Puente students must usually have a GPA of 2.0 or lower and a reading comprehension score of at least ninth grade level. Students cannot be eligible to take English 1A and cannot be enrolled in ESL. However, Puente counselors interview the students and make the final determination of eligibility.

Services

Individual community colleges provide instructional and counseling staff who conduct the Puente programs. English instructors and Mexican American counselors work as teams in conducting one-year programs of writing, counseling, and mentoring. The counselors share the students' cultural background, and this familiarity allows them to provide maximum assistance in helping students recognize their personal and academic strengths.

Number of Students Served

In 1988-89, 550 students were served by 19 Puente projects.

Funding

1988-89: $157,000, for administrative costs only (Budget Act Categorical Appropriation, State General Fund)

Transfer Centers

Program History

The Transfer Center Pilot Project was initiated in the fall of 1985 to provide transfer services to community college students. The project is an intersegmental effort that involves the active participation of the California Community Colleges, the University of California, the California State University, and independent colleges and universities.

Program Purpose/Target Population

The transfer centers work with the four-year institutions and other specially funded community college programs to provide information and assistance to students interested in transfer. The centers were designed to increase transfer rates among all community college students, with a special emphasis on meeting the needs of students historically underrepresented in transfer.

Eligibility Criteria

There are no eligibility criteria.

Services

Among the 20 State-funded Transfer Centers, services include supplemental counseling, individual advising appointments for students with university

representatives, and the provision of information and follow-up services designed to facilitate student transition to upper division programs.

Number of Students Served

In 1988-89, 24,000 students were served by the 20 Transfer Centers.

Funding

1988-89: $3,076,868. $2,076,000 for the California Community Colleges; $500,000 each for the University of California and California State University (Budget Act Categorical Appropriation, State General Fund)

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